



## 1960s America

### Michigan State High School Social Studies Content Expectations

#### Course Description

Have you ever wondered what life was like in the 1960's? This course will let you experience the time in which your parents and grandparents lived. This course will deal with the turbulent decade of the 1960's. It will cover the social, political, and cultural movements and changes of this decade. Some of the topics this course will cover are the transition from "Happy Days" to the "Radical Movement," Vietnam War, Civil Rights, and Headlines of the 1960's such as; the assassinations of President John Kennedy, Robert Kennedy, Dr. Martin Luther King Jr., the Space Race, music of the 1960s, and affect of pop culture.

#### Text Book

Hearden, Patrick J. The Tragedy of Vietnam. New York, Pearson Longman, 2005 2<sup>nd</sup> Edition

Anderson, Terry The Sixties. Pearson Longman, 2<sup>nd</sup> Edition

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#### Unit 1 Description

This unit will cover the key points of the 1960s including the culture. Some topic the unit will cover is the transition from Happy Days to Radical Days, President Kennedy, President Johnson, Women's Rights Movement, and Left-Wing America. Then the unit will discuss the American culture such as cars of the 1960s, music of the 1960s, and what people looked like and wore.

#### Essential Content and Skills

The learner will:

- Identify key events that made the 1960s be called the radical days
- Analyze some cold war problems the Kennedy Administration faced
- Describe how Lyndon B. Johnson became President of the United States
- Explain what the Left-wing America was

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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- Identify what the Women Rights Movement was fighting for
- Assess how television was important in the 1960s
- Describe what people looked like in the 1960s
- Identify music groups of the 1960s
- Analyze why muscle cars were important to pop culture
- Compare and contrast the cost of consumer goods in the 1960s to 2006

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### Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

#### Unit 1 Lesson 1: Happy Days to Radical Days

State Standard	Description
8.23	<b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. ( <i>National Geography Standard 14, p. 212</i> )

#### Unit 1 Lesson 2: John F. Kennedy

State Standard	Description
8.23	<b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. ( <i>National Geography Standard 14, p. 212</i> )

#### Unit 1 Lesson 3: Lyndon B. Johnson

State Standard	Description
8.23	<b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. ( <i>National Geography Standard 14, p. 212</i> )

#### Unit 1 Lesson 4: Left-Wing America

State Standard	Description
8.2.4	<b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. ( <i>National Geography Standard 16, p. 216</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 5: Women's Rights Movement

State Standard	Description
6.3.3	<b>Women's Suffrage</b> – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment. <b>Women's Rights</b> – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). ( <i>National Geography Standard 10, p. 203</i> )
8.3.3	

### Unit 1 Lesson 6: Television and the 1960s

State Standard	Description
8.2.4	<b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. ( <i>National Geography Standard 16, p. 216</i> )

### Unit 1 Lesson 7: Daddy, you use to look like that? Mommy, you use to say what?!

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.

### Unit 1 Lesson 8: Music of the 1960s

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.

### Unit 1 Lesson 9: Groovy Cars of the 1960s

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.
9.1.1	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 10: How Much a Dollar Could Buy in the 1960s?

State Standard	Description
9.1.1	<b>Economic Changes</b> – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. ( <i>National Geography Standard 11, p. 206</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Description

This unit will discuss the most controversial war in United States history; The Vietnam War. Some topics that will be discussed is a brief history of Vietnam before the United States involvement, reasons why the United States declared war on Vietnam, and the aftermath. The learner will assess the impact of The Vietnam War at home by asking people who fought and/or protested the war. Finally, the learner will have a chance to take a virtual tour of The Vietnam War Memorial located in Washington, DC.

### Essential Content and Skills

The learner will:

- Identify other countries who ruled Vietnam before 1945
- Describe how the United States helped France fight Vietnam
- Assess the relationship between Vietnam and President Kennedy
- Analyze the Gulf of Tonkin Resolution
- Describe how the Gulf of Tonkin escalated the war in Vietnam
- Evaluate why 1968 was the turning point of the war
- Identify the reasons why people protested the war
- Describe the United States relationship with South Vietnam after the peace treaty was signed
- Analyze how North Vietnam invaded South Vietnam
- Describe the affects of the war at home and in Vietnam

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### Unit 2 Michigan State Content Expectations

#### Unit 2 Lesson 1: History of Vietnam Pre-1945

State Standard	Description
8.2.1	<b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> )
8.2.2	<b>Independence, Decolonization, and Democratization Movements</b> – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 2 Lesson 2: France and Dien Bien Phu

State Standard	Description
8.2.1	<b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> ) <b>Independence, Decolonization, and Democratization Movements</b> – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> )
8.2.2	

### Unit 2 Lesson 3: The relationship between the United States and Vietnam pre-1964

State Standard	Description
8.2.1	<b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> ) <b>Independence, Decolonization, and Democratization Movements</b> – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> )
8.2.2	

### Unit 2 Lesson 4: President Johnson and the Gulf of Tonkin

State Standard	Description
8.2.1	<b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> ) <b>Independence, Decolonization, and Democratization Movements</b> – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> )
8.2.2	

### Unit 2 Lesson 5: 1968

State Standard	Description
8.2.1	<b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> ) <b>Independence, Decolonization, and Democratization Movements</b> – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> )
8.2.2	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 6: Protesting the War

State Standard	Description
8.2.4	<b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. ( <i>National Geography Standard 16, p. 216</i> )

### Unit 2 Lesson 7: President Nixon and the Vietnam War

State Standard	Description
8.2.4	<b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. ( <i>National Geography Standard 16, p. 216</i> )

### Unit 2 Lesson 8: America pulls out of Vietnam

State Standard	Description
8.2.4	<b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. ( <i>National Geography Standard 16, p. 216</i> )

### Unit 2 Lesson 9: 1975 and the aftermath

State Standard	Description
8.2.4	<b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. ( <i>National Geography Standard 16, p. 216</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 10: Vietnam wall and Vietnam Today

State Standard	Description
8.2.1	<b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> )
8.2.2	<b>Independence, Decolonization, and Democratization Movements</b> – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Description

This unit will discuss the second major event of the 1960s: The Civil Rights Movement. The unit will analyze the two key people of the movement: Martin Luther King Jr. and Malcolm X. Topics covered in unit three will be the history of the movement, organizations, key marches, and the death of both Martin Luther King Jr. and Malcolm X. The learner will evaluate how African-Americans were treated after the Civil War, compare the tactics of Malcolm X and Martin Luther King Jr. and analyze how the federal government helped with the Civil Rights Movement

### Essential Content and Skills

The learner will:

- Describe how blacks were treated after the Civil War
- Identify scare tactics the Ku Klux Klan used on African-Americans
- Compare and contrast the tactics of, Martin Luther King Jr and Malcolm X, used to achieve equality
- Identify ways in which African-Americans protested equality
- Evaluate the types of organizations African-Americans created to help fight discrimination
- Indicate why 1963 was an important year for African-Americans and equality
- Identify how Congress and President Johnson helped blacks achieve equality
- Explain what the freedom summer was
- Evaluate what black power was
- Describe why riots broke out in cities such as Watts

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### Unit 3 Michigan State Content Expectations

#### Unit 3 Lesson 1: History of the Civil Rights Movement Pre-1960

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"><li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 2: Ku Klux Klan

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"><li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

### Unit 3 Lesson 3: Leaders of the Civil Rights Movement

State Standard	Description
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

### Unit 3 Lesson 4: Protesting Equality

State Standard	Description
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## Course Name - Part

Michigan State Curriculum Content Standards (continued)

8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li> </ul>
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

### Unit 3 Lesson 5: Organizations

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li> </ul>
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

### Unit 3 Lesson 6: 1963

State Standard	Description
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## Course Name - Part

Michigan State Curriculum Content Standards (continued)

8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li> </ul>
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

### Unit 3 Lesson 7: Civil Right Acts

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li> </ul>
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

### Unit 3 Lesson 8: Freedom Summer

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li> </ul>
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

### Unit 3 Lesson 9: Black Power

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li> </ul>
8.3.2	<p><b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 10: Riots in the Cities

State Standard	Description
8.3.5	<b>Tensions and Reactions to Poverty and Civil Rights</b> – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). ( <i>National Geography Standard 12, p. 208</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Description

The 1960s was the most active decade in United States history. The decade was full of turbulent and change and because of that it was full of major headlines. This unit will cover all the important headlines of the 1960s such as Woodstock, Tet Offensive, assassinations of Bobby and John Kennedy, Malcolm X and King. The learner will analyze the space race, the problems between Cuba and America, and assess the trial of a killer.

### Essential Content and Skills

The learner will:

- Describe the relationship between Cuba and America
- Assess the assassination of President John F. Kennedy
- Evaluate the assassination of Bobby Kennedy
- Explain the assassination of Martin Luther King Jr. and Malcolm X
- Describe how the Berlin Wall was an example of the Cold War
- Interpret the impact the Beatles had on the United States
- Explain the legacy of Woodstock
- Identify and describe what the Tet Offensive was
- Identify who Charles Manson was
- Identify sports headlines of the 1960s
- Assess the space race of the United States

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### Unit 4 Michigan State Content Expectations

#### Unit 4 Lesson 1: Cuba and the United States

State Standard	Description
8.1.2	<p><b>8.1.2 Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 4 Lesson 2: Assassinations of Bobby and Jack

State Standard	Description
8.1.2	<p><b>8.1.2 Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 4 Lesson 3: Berlin Wall

State Standard	Description
8.1.2	<p><b>8.1.2 Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 4 Lesson 4: Beatlemania

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 4 Lesson 5: Assassinations of the Civil Rights Leaders

State Standard	Description
8.3.1	<b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including <ul style="list-style-type: none"><li>the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>
8.3.2	<b>Ideals of the Civil Rights Movement</b> – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

### Unit 4 Lesson 6: Woodstock

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.

### Unit 4 Lesson 7: Tet Offensive

State Standard	Description
8.1.2	<b>8.1.2 Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including <ul style="list-style-type: none"><li>the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 8: Trial of a Killer

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.

### Unit 4 Lesson 9: Marilyn Monroe

State Standard	Description
K.15	Understand the diversity of human beings and human cultures.

### Unit 4 Lesson 10: Shooting for the Stars

State Standard	Description
8.1.2  9.2.1	<p><b>Cold War Conflicts</b> – Describe the major arenas of conflict, including</p> <ul style="list-style-type: none"><li>• the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li><li>• ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin</li><li>• the arms and space race (<i>National Geography Standard 13, p. 210</i>)</li></ul> <p><b>U.S. in the Post-Cold War World</b> – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (<i>National Geography Standard 13, p. 210</i>)</p>